

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the finding and discussion. The data obtained is expected to be able to answer the research problems mentioned in the first chapter. Detailed description of the results obtained from this research is presented.

A. Findings

According to the research problems of the research, the finding presents the result of research based on statement of the problems. They are about the causes of students' difficulties in doing reading of TOEFL test and the factors that create failure for students in doing TOEFL test based on teacher' strategies and students' motivation.

These data had been collected by the researcher on July 15th until 19th 2013. Based on the research procedure and data collection technique, the data were collected by asking the document of students' result in final test, giving questionnaire and interview as well.

1. The Factors Which Create Failure for Students in Reading Section based on the Principles of Language Learning.

a. Teacher's Strategies in Teaching Reading TOEFL

According to the questionnaire result, teacher only assesses the students based on the final exam result. Moreover, the presence list, students' activities in the class, mid semester were not included in the assessment. Moreover, 77% of the students said that they were disappointed because the teacher didn't know of students' name. When the teacher want to call the

students for answering the questions, the teacher always saw the names of students in attendance list.

b. Students' Motivation in Studying Reading TOEFL

Based on the questionnaire result shows most of students in Class B rarely learn of these course materials before meeting. Moreover, they often study hard if only they knew that tomorrow will hold the test. Because they recognized that reading TOEFL course was ordinary. So, the students' interest in reading TOEFL learning was less. Even though they did not understand of the materials enough, but they were still embarrassed to ask question the teacher for what they are confusing about materials. Furthermore, they seldom discussed the difficulties in reading section material with their friends as well.

Mostly, students rarely shared their opinion during reading TOEFL learning process. They were afraid if their answers were wrong. So they choose to keep silent in that situation.

2. The Students' Difficulties in doing Reading of TOEFL Test

Based on the result of interviewing the students since 15th until 19th of July 2013 stated that there are several reasons the causes of students' difficulties in doing reading TOEFL test.

85% students who have failed in Class B have difficulties in the materials because sometimes the topic in the reading passage is new for them. Moreover, 93% students stated that sometimes the vocabularies in reading section were unfamiliar for them. In addition, 62% of students in class B have difficulties in dealing with time. They stated that the limited

time with the long passage causes them difficulties in finishing all the questions well.

Furthermore, 77% students of Class B stated that the concentration also affects them difficulties to do the test well. Moreover, 85% students in Class B seldom to exercise the questions in the reading section, they often study when they have the examination only.

Next, the following are the result in asking the document of students' result in final TOEFL test :

- a. First, students got difficulties in questions number 7, 15, 26 and 27. Based on the result of final test, 13/13 students got failure from those questions.
- b. Second, students also found difficulties in question number 24 and 25. Those questions make the 12 / 13 students got failure.
- c. Third, students got difficulties in question number 5 and 21. The final test result shows 10 / 13 students have difficulties in doing of those questions.
- d. Fourth, students' got difficulties in question number 8 and 40. Based on the document result, 10 / 13 students didn't answer correctly.
- e. Fifth, students got difficulties in questions number 17 and 23. Those numbers make 9 / 13 students difficult to determine the right answer.

B. Discussion

There are several things of factors in students' difficulties in term of reading TOEFL test to be discussed here. According to the data of the research and the research questions of the research, in this case there will be discussed about the causes of students' difficulties in doing reading of TOEFL test, the

factors create failure for students in doing reading TOEFL test based on students' motivation and teacher' strategies.

1. The Factors that create failure for students in Reading Section based on the Principles of Language Learning.

a. Teacher' Strategies in Teaching Reading TOEFL

According to the finding research, the researcher found that teacher assessed the students based on the final exam only. Moreover the students' activation in the class and the midterm test were not be counted in giving the final score for students. Thus, it made them less enthusiastic to study hard. Even though they were active in class, it did not affect for high or low of their score. Finally they don't have motivation to active in class. In fact , because the students knew the assessment system of the teacher, thus the students only study hard and had exercise when they would face the final test.

Moreover, the teacher didn't know the students' names. So, it made the students disappointed with teacher. Probably, it looks trivial, but it can affect the students' motivation to learn materials. It prove with Laurene if good relationship between teacher and students is one of the most powerful element within the learning environment¹. Thus, knowing the students is also useful for helping the students' motivation to study hard. But, in this case teacher doesn't know the students' names. Teacher always call students by looking the attendance list or number of table.

Thus there was nothing special if they tried to be active in the class, for the active students in class were unmemorable for the teacher. Even though the students often try to answer the questions in the class very often, it didn't

¹ Laurene Liberante, Journal of Students Engagement : Education Matters, 2012

affect to their score. Moreover, according to Jeremy Harmer in *How to Teach English* stated that a good teacher is someone who knows the students names². As it has been told before that teacher didn't memorize or remember the names of students in class, either passive or active students, so it makes them have less motivation to study hard.

b. Students' Motivation in Studying Reading TOEFL

Related to the discussion above, the teacher didn't know the students' names in the class. It caused the appearance of another problem which was the lack of students' motivation in studying reading TOEFL.

According to the finding, the researcher found information that students' interest in reading TOEFL course was ordinary. It was prominent factor which affects the students' motivation to learn.

Because mind set of students have influence on their study result. In fact, if the students interest in a subject, they will study hard to get the best score. In other hand if their mind set of a subject was ordinary, they will not interest of that's subject. Finally, they didn't have the motivation to study hard for the lesson. It is relevant with Nashar that motivation is the important thing for students to achieve the students' success³. So, it is important for students to like the subject first. Then they will interest in studying it gradually.

The researcher convinces in this research that students' interest was completely common or ordinary. It was not surprising if the students rarely learn the course materials before meeting. According to Douglas Brown that

² Jeremy Harmer, *How to Teach English* (England : Addison Wesley Longman, 1998) 2 - 3

³ Nashar, *Peranan Motivasi dan Kemampuan Awal dalam Kegiatan Pembelajaran*. (Jakarta : Bumi Aksara, 2004) 11

students who have the motivation will enjoy the learning English very much⁴. It means that students who have motivation always study hard of a subject, but in fact that they were not.

In addition, there was no difference in scoring when they speak actively or not. Thus it made the students less enthusiastic to student hard of the lesson. But it will be different if there is appreciate (scoring mark) for students who are active to answer in class. Automatically, students will compete to answer actively. Thus, the researcher concludes that students' awareness to study hard was less.

Addition, the other problem for most of students in Class B was self – confidence. It was proved with the fact that they were rarely to give their opinion in the class, because they were afraid if their answer was not correct. Mostly, they are also embarrassed to ask the questions that they are still confusion of some materials for the teacher. Indeed, confidence will help the students to achieve their success in learning process. It will make them more active to participate in the class. It is relevant with Douglas Brown that one of factors could motivate learners is building self – confidence of the learners⁵.

Lack of appreciation for students is one of factors that affect of students actively or not in class. In addition, less of their self confidence to answer the questions in class also affects the students' motivation to answer actively. However, students should have awareness to study hard and get the good mark.

⁴ H. Douglas Brown, Principles of Language Learning fourth Edition, (New York : Pearson Education Company, 2000) 167

⁵ H. Douglas Brown, Principles of Language Learning fourth Edition, (New York : Pearson Education Company, 2000) 165

2. The Causes Students' Difficulties in doing Reading of TOEFL Test

According to the result of the research, there are four causes of students' difficulties in doing reading section; they are difficulties in materials, limited the time, less concentration and lack of exercises.

First are difficulties in materials. They have difficulties in materials because sometimes the topic in reading passage is new for them. Moreover, lack of vocabularies also the cause of students' difficulties in doing reading section well.

Based on the students' result in final exam, there were some questions of reading section that caused students had difficulties in solving those questions. However, the researcher classified those questions in to two types based on type of skills in reading.

a. Stated Detail Questions

- 1) According to the passage, at the beginning of Johnson's term as president Southerners were?
- 2) Which of the following best described the author's tone?
- 3) The passage is probably an excerpt from an article on?
- 4) Which of the following is the main topic of the passage?

Based on the result of documents and interview, the researcher found that students had difficulties in solving those questions because they difficult to make inferences of the passage. Many new topics were discussed on the passage, for instance "Johnson as the president of Southnest". This topic was a new topic for the students. Although the students knew the meaning of the words on the passage, but they still

difficult to identify or to inference the main topic. Hence they had difficulties in solving those questions.

b. Determine meaning from word parts (Finding Closest meaning)

1) In line 4, the word “ high - strung” is closest in meaning to?

2) In line 8, the word “perpetuate” is closest in meaning?

Based on the result of students’ interview and documents, it found that students had difficulties in finding closest meaning of the word. Related with the previous discussion about the students’ difficulties to make inferences, it was known that students found difficulties if they met a new topic of the passage. However, there was also a new word in the new topic. Sometimes students don’t know the meaning of the word. Hence, it made them difficult to look for the closest meaning of the word. Moreover, although the students didn’t knew the meaning of the word, but they know the meaning of the choices given. Therefore, they had difficulties to answer the question.

Second cause is lack of exercises. In addition, even though the materials was difficult, the test had limited time, and the students had less concentration but other factor that caused the students’ difficulties in doing reading section also was lack of exercises. It was important for students to exercise more in the reading section. Thus, they will be used to do reading test with many kinds of topics. Based on the Educational researchers stated that there was a strong correlation between reading, vocabularies and academic success⁶. In other words, a student who always exercises more will affect their academic success to get the good score in test.

⁶ Pretorious E, The Importance of Reading, Frankfurt International School : 1996 -2013, 2

Third is less of concentration. Students have less concentration because reading section is the last in TOEFL test. Thus it made students getting more tired and bored when they must read the long reading passage. Finally, they had less concentration to answer all of the questions correctly and it can be sure that they have worse result in this case. In fact, concentration is also affecting students in doing examination well. If their concentration was decrease, the result of final examination was bad.

The last is limited the time. Students of Class B recognized that they found difficulties in doing long reading passages only in 55 minutes in length. It was not easy for them because they have to manage the time to finish the reading section test well. According to Peterson, timing is an important factor in scoring high for reading section of TOEFL⁷. It means that it is important for students to have not only the capabilities in reading materials but also in management test time.

⁷ Bruce Rogers, Peterson's TOEFL Success. (USA : Lawrenceville, 2004), 194.